

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI)	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
French & Indian War	A1 C, D B3 B C1 A, E C2 C D1 C D2 A, B E1 A, B, D E2 A, B	<p>A1. Students research, develop, present, and defend positions on a <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. (L)</p> <p>c. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>d. Synthesize information from varied sources that reflect multiple</p> <p>B3. Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world.* (L)</p> <p>b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine, and the United States, and those of various world cultures.</p> <p>C1. Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future. (L)</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of <i>goods and services</i> by business, and is the basis of individual <i>personal finance</i> management including saving and investment.</p>	<p>Handouts</p> <p>History text</p> <p>Wabanaki kit</p> <p>Website: portaportal.com</p> <p>Living History Demos</p> <p>Textbook: History of American Nation</p> <p>American Myths</p> <p>Iroquois Long House</p> <p>Exempler of Liberty</p> <p>Governor Phips Proclamation (Bounty Proclamation)</p> <p>Various Films:</p> <ul style="list-style-type: none"> • Red Coat vs. Rebels • Last of the Mohegans • Washington's 1st Command • Early Segments of American Revolution • Founding Fathers • PBS-Lexington Reenactment • April Morning (Book & Film) 	<p>A Bibliography Sketch</p> <p>2 major tests</p> <p>Video Quizzes (segment or whole)</p> <p>Cooking Class-Fry Bread, Johnny Cake</p> <p>Fort Projects</p> <p>Reenactments</p>

- e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

D1. Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

- c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.

D2. Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.* (L)

- a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.
- b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

E1. Students understand major eras, major enduring themes, and *historic* influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

- a. Explain that history includes the study of the past based on the examination of a variety of *primary and secondary sources* and can help one better understand and make informed decisions about the present and future.
- b. Analyze and critique major *historical* eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.
- d. Analyze and critique varying interpretations of *historic* people, issues, or events, and explain

		<p>how evidence is used to support different interpretations.</p> <p>E2. Students understand <i>historical</i> aspects of unity and diversity in the United States and the world.* (L)</p> <ul style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans, various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world. 		
<p>Causes Leading up to Revolution</p>	<p>A1 D, F, S A2 A C1 A, B D1 A, C, D D2 A, B E1 A, B, D E2 B</p>	<p>A1. Students research, develop, present, and defend positions on a <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. (L)</p> <ul style="list-style-type: none"> d. Synthesize information from varied sources that reflect multiple f. Integrate paraphrasing, quotations and <i>citations</i> into a written text that maintains f. the flow of ideas. g. Develop a clear well -supported position. <p>A2. Students make individual and collaborative decisions on matters related to social studies using relevant information, and research, discussion, and <i>ethical reasoning skills</i>.</p> <ul style="list-style-type: none"> a. Develop individual and collaborative decisions or plans by considering multiple points of view - weighing pros and cons, building on the ideas of others, and sharing information in an attempt to persuade the opinions of others. <p>C1. Students understand the principles and processes of personal economics, the role of markets, the <i>economic system</i> of the United States, and other <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future. (L)</p>	<p>Websites: Longfellows Poem Boston Massacre Broadside Notebook Skills-organization</p>	<p>Reenactments Cooking Class-Fry Bread, Johnny Cake Section Review Questions Book Review Assisted Quizzes Notebook Quizzes Document-Basic Questions- DBQ's Maps Citation exercise</p>

- a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of *goods and services* by business, and is the basis of individual *personal finance* management including saving and investment.
- b. Explain and analyze the role of financial institutions, the stock market, and government, including *fiscal, monetary, and trade policies*, in personal, business, and national economics.

C2. Students understand economic aspects of unity and diversity in Maine, the United States, and the world. * (L)

- c. Analyze wealth, poverty, resource distribution and other *economic factors* of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.

D1. Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

- a. Students explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels in order to better predict and evaluate consequences of geographic influences.
- c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
- d. Evaluate the impact of change, including technological change, on the physical and cultural environment.

D2. Students understand geographic aspects of unity and diversity in Maine, the United States, and the world.* (L)

- c. Analyze geographic features that have impacted unity and diversity in the United

States and other nations and describe their effects.

- d. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

E1. Students understand major eras, major enduring themes, and *historic* influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

- a. Explain that history includes the study of the past based on the examination of a variety of *primary and secondary sources* and can help one better understand and make informed decisions about the present and future.
- b. Analyze and critique major *historical* eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.
- d. Analyze and critique varying interpretations of *historic* people, issues, or events, and explain how evidence is used to support different interpretations.

E2. Students understand *historical* aspects of unity and diversity in the United States and the world.* (L)

- b. Identify and analyze major turning points and events in the history of Native Americans, various *historical and recent immigrant groups* in the United States, and other cultures in the world.

Course Level Differentiation

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Unit Name	Differentiation for AC Content Process	Differentiation for AC Resources	Differentiation for AC Products	Differentiation for Honors Content Process	Differentiation for Honors Resources	Differentiation for Honors Products
French & Indian War	Read alouds Guided reading	Related reading at lower level Films on topic	Level differentiated tests & quizzes Describe content knowledge of subject		Additional readings, handouts, worksheets Library work	Level differentiated tests & quizzes Application of knowledge or concept
Causes Leading up to Revolution	Read alouds Guided reading	Related reading at lower level Films on topic	Level differentiated tests & quizzes Describe content knowledge of subject		Additional readings, handouts, worksheets Library work	Level differentiated tests & quizzes Application of knowledge or concept